

### **Amendments to the Specification:**

Please replace the paragraph beginning at page 2, line 6, with the following rewritten paragraph:

--Generally, group relations work is concerned with studying how group and individual dynamics in organizations affect each other in relationship to task ~~work~~-completion.--

Please replace the paragraph beginning at page 2, line 29, with the following rewritten paragraph:

-- The following copies ~~copies~~ are enclosed: Review of Literature is enclosed in extra material such as Proposal (5<sup>th</sup> version) w/review of literature, 11-28-1989; the poster session post print; Yale program pages showing my listing as presenter; other uses for model; Plan of research, 01/00; model as design, 2/00; model as setting for quality circles; p. 160 (161), Chris Argyris' Overcoming Organizational Defenses.--

Please replace the paragraphs beginning at page 3, line 6, and ending on page 4, line 24 with the following rewritten paragraphs:

-- The purpose of the present invention is to allow participants to practice taking personal responsibility for behavior and resolution of differences (conflict) and problem solving through interactive learning. Adults have difficulty authorizing themselves and others to take on leadership roles, often resulting in a lack of resolution of group issues, i.e., rudeness, low work productivity, workplace violence, and community (world) tension. Time, role, and formality affect our propensity to hoard power, project anxieties and dilemmas about exercising power, and taking responsibility for change, across and within groups. Movement outside of one's framework, either individual, intra-, or intergroup will enhance recognition of other's ~~other's~~ views, beliefs, and provide an environment more accessible to dialogues toward collaborative problem solving.

Views of negotiating conflicts consists of three concepts: 1) Controlling ~~controlling~~ projections and splitting (discounting); 2) Recognition; and 3) Reframing. Basically, bridging a gap resolves splitting; one then can see (recognize) the persons across that 'divide'; thereafter, different perspectives and collaborations have opportunities to be formed.

#### Hypotheses:

1) An open theatre method will provide optimum opportunities for face-to-face negotiating, understanding others' points of view by experiencing their tasks in role, and reducing stereotypic inferences. Time will be a significant factor for the success of conflict resolution (Mangham & Overington, 1987; Miller, 1985; Wall & Blum, 1991; Lewin, 1997; Cordes, 1986; Rubin & Friedland ~~Freidland~~, 1986; Coombs, 1987; Churchill, 1989; Stuart, 1988; Miller & Rice, 1967; Schein, 1996; Friedman ~~Friedmand~~, 1994).

2) Successful ~~Successul~~ Conflict resolution is more likely when the presence of psychological "splitting" both within and between conflict groups is recognized. "Splitting" describes a process whereby groups, subgroups and individual project onto others their own dilemmas and anxieties about exercising authority or wielding power (Klein, 1971; De Board, 1978; Horowitz, 1985; Klein, M, 1985; Lewin, 1997; White, 1966; Katz, 1988; Klein, 1985; Keen, 1982; Trufant, 1983; Rather, 1987; Fiske, 1993; Khaleelee & Miller, 1985; Hogget & Lousada, 1985).

3) Conflict between groups lessens in direct proportion to the degree that these groups address conflict within themselves. (Hassner, 1975; Chattopadhyay, 1989; Kipnis, 1984; Miller, 1985A; Kets de Vries, 1991; Alderfer & Klein, 1985; Kets de Vries & Miller, 1984; Kernberg, 1985; Sievers, 1995; Hom, 1989; Hirshhorn, 1997; Lewin ~~Leving~~, 1997; Conflict and Cooperation Among Groups: An Experimental Workshop ~~experimental Workshop~~ in the Tavistock ~~Tavishotek~~ Tradition, 1987; Van Dijk, 1987; Wilson, 1996).

4) To recognize “splitting” in the groups with which they are involved, ~~people p~~people need an opportunity to move outside of them in order to reframe their picture of what is happening (Lawrence, 1985; Watzlawick, 1974; Boszormenji-Nagy, 1973; Minuchin, 1974; Baldwin, 1982; Dooley, 1997; Eisold, 1985; Bion, 1985; Miller & Rice, 1967; Argyris, 1967; Lewin, 1997; Klein, 1998; Verhofstadt-Deneve, 1995; Noe & Wilk, 1993).

5) Reframing of conflicts will move along lines purported by Coombs, 1987: Type I – Persons must choose ~~choose~~ between two opposites: Type II – Persons who desire two different things must choose only one; Type III – Persons who want the same thing, must settle for different things (Also see Deutsch, 1977; Lewin, 1997; Strodtbeck, 1951).--

Please replace the paragraph beginning at page 5, line 16 with the following rewritten paragraph:

-- Procedurally, differences of opinion will emerge around one topic including the Middle East Situation, a work situation, a school/adolescent/parent conflict, etc. For example, if the main example described herein were switched to a school environment, Adolescents (Adol) would take the place of The Community/The Workers (C/W), Administrators/Principals (A/P) would take the place of The Politicians/Top Management (P/TM), Teachers/Parents (T/P) would take the place of The Activists/Middle Management (A/MM).--

Please replace the paragraph beginning at page 7, line 26, and ending on page 8, line 2 with the following rewritten paragraph:

-- The event ~~even~~-will consists of 3-tiered discussions representing differences of opinion re events of the day that have been reviewed in the BOSs. Topics could include: The Kosovo, or Syrian/Israeli situation with the government, military, and the residents; a work situation wherein a top manager, supervisor, and worker disagree on where responsibility lies in addressing an informal grievance against a supervisor or worker for an on the job mistake; or who should go to

in-service training from a particular workteam. Topics will be chosen in order of preference by consensus of total group.--

Please replace the paragraph beginning at page 8, line 27, and ending on page 9, line 2 with the following rewritten paragraph:

-- First, review will take place across the larger intergroups for 20 minutes to insure comprehension of the process. Thereafter, each intergroup will break-up into small groups of 5-8 persons, and continue the review process for 20 minutes (Gosling, 1967). I shall be available to consult to the small groups when requested. Room space will be used as necessary for quiet. Another ~~Another~~ 20 minutes will be used for the application phase. Debriefing will take place during a final 20 minute period; extra time will be available for discussion of follow-up issues.--